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ABSTRACT

This newsletter reports on recent legal and social developments relating to women's post-secondary education, university hiring practices and professional achievements. Information for ordering the reports, recommended articles, books and other published materials is listed in most of the brief articles. The newsletter addresses current news in regard to affirmative action, employment, education of women, Title IX, sports, minority women, and international events. (KR)

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project on the status and education of **women**

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AFFIRMATIVE ACTION AND EMPLOYMENT

Academic Administrators: It Helps to be an "Old Boy"

Administrators landing jobs in higher education today come almost exclusively from within academe, according to a study by Daniel J. Socolow. This study, which examined job notices appearing in the *Chronicle of Higher Education*, highlighted the fact that new mandated hiring procedures have not replaced the traditional hiring practices. Often colleges and universities operate "parallel and complimentary hiring strategies, whereby they advertise widely to meet government requirements at the same time as their officers are phoning colleagues for nominations and recommendations." At least 76 percent of the institutions surveyed advertised nationally and "at the same time invoked old boy practices." Only 24 percent of the positions were filled by individuals who applied directly for a position without any prior connections with the institution or the individuals doing the hiring.

Socolow points out that there is nothing illegal about this two-pronged approach: "The operating principles of open recruitment do not exclude old boy strategies; they only require that a position be made known publicly, that applicants be judged fairly against specified criteria, and that the best qualified applicant be selected." The article appeared in *Change*, May 1978, Vol. 10, No. 5.

Filing a Grievance: The Pitfalls and Procedures

Two recent publications address the subject of resolving grievances in educational institutions. The first is addressed to the complainant and outlines possible problems and the proper preliminary steps to filing a grievance. The second presents a series of alternatives for establishing, maintaining and implementing grievance procedures.

Filing a Faculty Grievance by Phyllis Zatlin Boring, describes common problems or pitfalls a complainant may encounter and outlines strategies to make the grievance procedure more effective. Focusing on the mechanics of case evaluation and proper planning, the paper also explores the "psychological toll" a grievance may have on all the parties involved and suggests ways in which to approach the decision to file. Copies are available from the Women's Equity Action League (WEAL), 805 15th Street NW, Washington, DC 20005. Cost is $1.50 per copy.

A range of policy options to resolve grievance issues is presented in *Alternative Model Title IX Grievance Procedures*, a manual for officials, employees, and students of educational institutions subject to Title IX of the Education Amendments of 1972. Prepared by Robert J. Harper II and Daniel M. Schember, the manual explores issues involved in enacting grievance procedures, offers a number of different options to resolve these issues, and analyzes the reasons for choosing one option over another. It contains statutes, regulations, and model policies, and follows the format of a standard legal draft. For those readers without formal legal training, the model procedures are accompanied by comments and introduced by policy analyses and summaries. Copies are available for $2.75 each. Make check payable to Johnson Printing Associates, P.O. Box 1, McLean, VA 22101.

Commission Evaluates State's Handling of Discrimination Cases in Higher Education

Delays in processing higher education sex discrimination complaints filed with the New Jersey Division on Civil Rights are commonplace according to a study by the New Jersey Advisory Commission on the Status of Women.

Among the 88 charges filed against 28 institutions, some cases dragged on for four and five years. Among the reasons for the delays, the Commission cited "inadequate staffing and insufficient funding of the Division, an enormous backlog of cases awaiting resolution, the intransigence of college and university administrations in dealing with sex discrimination in their institutions, the small number of hearing examiners and alleged sex discrimination within the Division and Department of Higher Education." The strongly worded report also charged that some institutions responded to sex discrimination suits by "taking reprisal against the complainant and any men and women who support the charges."

Included in the report are 45 recommendations. The twenty page "Report on Sex Discrimination Cases in Higher Education Filed with the New Jersey Division on Civil Rights" may be the first study in higher education of state enforcement of equal opportunity laws. Available from the New Jersey Advisory Commission on the Status of Women, 363 West State Street, P.O. Box 2768, Trenton, NJ 08625. Free.

Women in Court Nets Gains + Losses

Women educators across the country continue to challenge their institutions' on policies and practices allegedly in violation of the law.

• A former part-time professor at BURLINGTON COUNTY COLLEGE (NJ), who was rejected for a full-time position, complained to the State Division on Civil Rights. Marilee Payton Talman was awarded $20,450 by an examiner who issued a 103-page report charging that women teachers were assigned to lower job classifications, denied equal pay with men, and denied faculty jobs. This report is disputed by the college and must be approved by the Director of the Division on Civil Rights before Talman's award of money and a full-time job is final.

According to *WomanPower* Newsletter, a state deputy attorney general asked for a restraining order to stop installation of the college's new president, the former dean of instruc-

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tion and then acting president. Women claim he is one of the officials named in the report which alleged that college officials are not familiar with the institution's affirmative action plan, and use subjective criteria in hiring.

• Jade Trevere Barth, a secretary in the art department at PACIFIC LUTHERAN UNIVERSITY (WA) filed a complaint with the Equal Employment Opportunity Commission against the University for adding major responsibilities but no extra pay to her position. She also complained of unequal pay and lack of promotional opportunity. Before the agency began its investigation, the university settled with Barth for $5,500.

• Unequal pay in Alaska brought a back pay award to music professor Greeta Brown in her court suit against the UNIVERSITY OF ALASKA. The university won in a lower court, claiming that faculty salary differences were based on performance evaluations, experience, and credentials. The Alaska Supreme Court reversed the lower court decision and awarded back pay to the teacher, dating back to two years before she filed her court suit.

• In May 1978, the Department of Justice obtained a consent decree requiring the Louisiana Cooperative Extension Service to expand the hiring and promotion of blacks and women throughout the state. Attorney General Griffin B. Bell said the decree resolves the issues in an employment discrimination suit. The suit charged the president and board of supervisors of LOUISIANA STATE UNIVERSITY and the state director of the extension service with violating Title VII of the Civil Rights Act of 1964 by pursuing policies which discriminate against blacks and women.

The suit said the defendants refused to hire and promote blacks on the same basis as whites and refused to promote women on the same basis as men.

The decree permanently enjoins the defendants from engaging in any discriminatory employment practice based on race or sex and established an affirmative action program to ensure equal employment. The decree also establishes two-year goals of hiring blacks who apply for those jobs. No goals are established pertaining to women.

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THE PROJECT ON THE STATUS AND EDUCATION OF WOMEN of the Association of American Colleges provides information concerning women in education, and works with institutions, government agencies and other associations and programs affecting women in higher education. The Project is funded by Carnegie Corporation of New York and The Ford Foundation. Publication of these materials does not necessarily constitute endorsement by AAC, Carnegie Corporation of New York or The Ford Foundation. This publication may be reproduced in whole or part without permission, provided credit is given to the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009.

• A preliminary consent decree has been issued in a case involving sex discrimination at the UNIVERSITY OF SOUTH ALABAMA. Professors Elizabeth Ann Martin and Wilma M. Scrivner filed a class action suit against the university, its trustees and officers, alleging discrimination against faculty women and women seeking appointment to the faculty. The plaintiffs contended, among other things, that the defendants used subjective criteria, applied by a virtually all-male administration, to deny women equal opportunity for:

- initial appointment to the faculty;
- promotion to higher academic ranks;
- promotion to administrative positions;
- appointment to faculty committees; and
- equal salaries.

The decree was issued with the consent of the parties, without a trial of any contested issues. The decree orders the creation of a university affirmative action committee to consist of not less than nine members, of whom at least 25% shall be women. This committee is to develop a new affirmative action plan which utilizes fair, measurable criteria for decisions relating to faculty salaries, appointments, promotion in rank, tenure, and promotion to administration positions. It was also ordered that all committees in the university have at least 25% female representation and that each search committee have at least 25% female membership.

A new grievance committee is also mandated to review women for salary adjustments, back pay (dating from 1973), and promotions. The committee must use criteria set forth in the decree.

The class of plaintiffs affected by this decree includes all women who have, since March 15, 1973, been employed in full-time or part-time instructional or academic/administrative positions or who may in the future be employed in such positions at the University of South Alabama, and all women who have, since March 15, 1973, unsuccessfully applied for such positions or who may in the future apply for employment in such positions at the University.

Female Instructor Wins Back Pay

In one of the first financial settlements of a Title IX dispute negotiated by HEW's Office for Civil Rights, a female faculty member at SOUTHWEST STATE UNIVERSITY (MN) has won $9,532.87 in back pay and $621.55 in health insurance premiums from the University.

Eileen Thomas, a part-time instructor since 1969 filed a sex discrimination complaint against the university for not appointing her to a full-time position. Following an investigation last fall, OCR said there was reason to believe that the school had violated Title IX by not appointing Thomas to a full-time position prior to her filing a complaint.

As part of the settlement, the university maintained that it was in compliance with Title IX of the 1972 Education Amendments, which bars sex discrimination in federally assisted education programs.

Discrimination Suits Can Have a Happy Ending

In 1976, five women faculty members at MONTANA STATE UNIVERSITY won a suit against the university in which they alleged discrimination in pay and promotion as well as underrepresentation and underutilization of women faculty members as a class. An article by Donald L. Clark entitled "Discrimination Suits: A Unique Settlement" details what happened when the court ordered a negotiated settlement between the parties involved.

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Although those individuals most familiar with the case believed that such negotiations would be "acrimonious," "divisive," and "long lasting," less than nine months later the parties had agreed to terms they felt were "fair, equitable, and proper."

The mechanics and methods used in reaching such an agreement may have broad application to similar lawsuits according to Clark, who is an assistant to the president at Montana State University. The article appeared in *Educational Record*, Summer 1977 Vol. 58, No. 3 and is available for $6.50 from American Council on Education, One Dupont Circle NW, Washington, D.C. 20036.

Equal Pay for Equal Education: A Spurious Equation

According to a recent National Research Council survey, women with science and engineering Ph.Ds, employed full-time, earned an average salary of $20,700 last year while their male counterparts earned $26,000. The pattern for women and men with Ph.Ds in humanities was similar: women earned $18,300, while men earned $22,100. The survey "Science, Engineering and Humanities Doctorates in the United States," is available free from the Commission on Human Resources, National Research Council, 2101 Constitution Avenue NW, Room JH 712, Washington, DC 20418.

Putting 9-5 to the Test

Alternative work schedules continue to be subjects of considerable interest and experimentation. Part-time, job-sharing, flexitime, and other non-traditional/employment systems are being practiced by universities, government and industry, in a growing trend toward achieving a balance between work, leisure, and education. This trend has given birth to a wealth of literature on alternative work schedules, approaching the subject from many different perspectives.

In one such article, *The Paradox of the Part-Time Professional*, Peggy A. Hine and Janina C. Latack pose the question, "Are postsecondary institutions exploiting part-time professionals?" They proceed to describe how institutions benefit from employing part-time workers, although these individuals rarely attain the status commensurate with their contribution. "They receive marginal salaries, are not granted tenure, and frequently are denied benefits. . .The current situation in academia does not offer professional legitimacy to those professional women working part-time. . . .If more professional women are to have the option of combining career and family in a realistic manner then part-time professional employment must be expanded and legitimized by policy-makers in postsecondary institutions." The article appeared in the Spring 1978 issue of the Journal of the National Association of Women Deans, Administrators and Counselors and may be obtained by sending $2.75 to NAWDAC, 1028 Connecticut Ave., NW, Suite 922, Washington, DC 20036.

Women on the Move in the Labor Force

The Urban and Social Change Review has published a special issue (Vol. 11, 1978) on women and work. The articles discuss the implications of the increasing number of women in the workforce, offer analyses of why more women are working, what they are likely to be experiencing in combining family and outside careers, and the kinds of internal and external pressures affecting them. Two articles deal with non-traditional work schedules. *The Review* also includes an Information Clearinghouse of selected periodicals, books, journals, films, and other resources in the area of women and work. Single copies of the compendium are available for $5.00 from *The Urban and Social Change Review*, Room 202, McGuinn Hall, Boston College, Chestnut Hill, MA 02167.

The Condition of Inequality

According to the Statistical Reports, *The Condition of Education*, from the National Center for Education Statistics, "average salaries of administrators in institutions of higher education are higher in public than in private institutions and they are higher, in general, for males than for females." However, the study reveals, compared to males, female administrators do relatively better at public than at private institutions in most positions, although still earning less money than similarly situated males. Female deans of arts and sciences earn about 87.8% as much as similar males in public insitutions but only about 78.8% of those in private institutions. Females still constitute only 9.6% of the highest rank, professor, but 16.9% of the associate professor ranks." In this year's report, statistical data are presented on a wide variety of issues concerning educational institutions, participants, and personnel. Special topics such as education personnel, financing of higher education, and international education and labor force participation patterns, are selected for closer analysis. A cumulative index lists topics and data shown in previous editions of the report as well as the current one for those readers who want additional information on a topic or data on another issue. Some of the tables include data by sex such as income of workers by education, and parental expectations for educational attainment of their sons and daughters. Available for $6.25, from the Superintendent of Documents, U.S. Govt. Printing Office, Wash., DC 20402, Stock No. 017-080-01822-5.

EDUCATION OF WOMEN

Students Increase at Women's Colleges

A 24 percent increase in application rates at women's colleges during the last four years has been reported in a study by the Women's College Coalition, a national organization of 65 women's colleges. This survey also showed that:

- Close to 90% of the colleges surveyed report that women in the class of 1978 were primarily motivated by career consideration in choosing their major fields of study.
- Though English, psychology, biology, and education still attract the largest number of students, the most rapidly growing majors at women's colleges are economics, biology, business administration, and nursing.

Single-sex Institutions: Separate But Equal and Happier For It

Recent research conducted by Alexander W. Astin of the UNIVERSITY OF CALIFORNIA AT LOS ANGELES, in cooperation with the American Council on Education, provides insights into the current state of higher education and the prevailing attitudes of college students today. Based on a 10-year research project called the Cooperative Institutional Research Program (CIRP), Astin has concluded:

- Students at colleges for men-only or women-only "are much more satisfied than students at coeducational colleges with virtually all aspects of college life. The only area where students are less satisfied is social life. This negative effect is much stronger for men than for women."

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- At women's colleges, women are more likely to attain positions of leadership, to develop high aspirations, and to persist to graduation than women at coed schools.
- Apparently women are much more likely to be verbally aggressive and to seek positions of leadership if they are not in the presence of men. Men seem to deter women's assertiveness during the undergraduate years.
- Women at coed colleges get higher grades, reflecting the women's superior level of academic performance.

Astin's survey of 198,641 students, entitled "The American Freshmen: National Norms for Fall, 1977," indicates that 35.5% of men and 19.8% of women at all higher education institutions think that women's activities should be confined to the home. He also reports that 88.2% of the men and 96.4% of the women at these institutions think that women should have job equality. When asked what objectives they consider essential or very important, 58.8% of the men and 58.9% of the women responded with "raising a family."

The research reports may be obtained by writing: Margot King, Staff Coordinator, Graduate School of Education, UCLA, Los Angeles, CA 90024. Price: $6.00.

Colleges and Universities v. Traditional Sex Roles

According to author Howard R. Bowen's recent publication, *Investment in Learning: The Individual and Social Value of American Higher Education*, traditional sex roles are affected by a college education. Bowen reports a correlation between college and university education and a greater preference for role-sharing in marriages. Males who pursue higher education are more likely to take a more active role in housework and childcare than men who do not. The narrowing of traditional differences between men and women in interests, attitudes and behavior patterns is also highlighted in Bowen's book which can be obtained for $15.00 from Jossey-Bass, Inc., 433 California St., San Francisco, CA 94104.

Community College Women Outnumber Men

According to enrollment expert Garland Parker, 1977-78 marked the first time in history that women outnumbered men in the naton's two-year colleges. Women accounted for 52% of the 3.4 million students at 1,006 two-year colleges surveyed by Parker. The percentage of part-time students was even higher, at 54%.

Removing Obstacles to Equality

A recent report entitled, *Sex Bias: Education Legislation and Regulations* is one in a series of analyses of efforts to improve opportunities for girls and women and to explore what obstacles to equality of the sexes still remain in the various federal agency offices and divisions concerned with education. Prepared by Grace L. Mastalli for the National Advisory Council on Women's Educational Programs, the report presents recommendations for changes needed in legislation and regulations affecting seven major educational programs administered by the federal government to further the attainment of educational equity for women and girls. Appendices include a checklist for analysis of any education-related statute or regulation, useful to lay persons performing their own analyses; and additional regulations and amendments. (The author is currently associate director of the Project on the Status and Education of Women.) Copies are available through the ERIC Clearinghouse, for $2.54, order No. ED 153332, ERS, PO Box 190 Arlington, V 22210.

More Recommendations for Achieving Equity

Improving Equity in Postsecondary Education, New Directions for Leadership is the final report of a workshop sponsored by the National Institute of Education and conducted by the National Center for Higher Education Management Systems (NCHEMS). This booklet identifies equity issues and goals of major importance to postsecondary education, and presents a research and action agenda useful to leaders in the postsecondary education community. Copies are available for $2.00 through the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Post-Bakke Decision: Quotas Again at Issue

Preference on the basis of race and possibly sex may be allowed in some instances. Shortly after the *Bakke* decision, the Supreme Court set aside a Circuit Court judgment which had invalidated quotas required by the student government at the UNIVERSITY OF NORTH CAROLINA [*Friday* v. *Uzzell*, 46 USLW 3800]. The student constitution required that the student body president appoint two blacks and two females to the campus legislature in the event that they were not elected. Additionally, a student appearing before the campus disciplinary court could request that four of the seven judges be members of his or her race and sex. The Circuit Court had ruled that these provisions were racially discriminatory and violated the Fourteenth Amendment and other civil rights laws. No mention was made of the sex discrimination provisions. In vacating this judgment, the High Court asked the Circuit Court to reconsider its decision in light of the *Bakke* case.

Women's Studies: The State of the Art

Two new publications which present articles on a wide variety of subjects related to women's studies are now available.

- *The International Journal of Women's Studies* is an interdisciplinary journal for the publication of serious studies of all aspects of women and their roles in society. The first issue appeared in January 1978 and the journal is published bimonthly; six issues a year. Pre-paid subscriptions are $22.50 for individuals and $30.00 for institutions. Order from Eden Press Women's Publications, Box 51, St. Albans, VT 05478 or 1538 Sherbrooke St. W., No. 201, Montreal, Quebec, Canada H3G IL5.
- Women's Studies and the Arts, a booklet, grew out of a panel called "Women's Studies and the Arts: How It Changed Our Lives" at the February 1977 College Art Association meeting. Published by the Women's Caucus for Art, it contains articles on feminism and art, images and attitudes of women in art, sexual politics at the universities, and papers from the various art related disciplines as well as notes from workshops and conferences dealing with women's issues in the arts. The booklet is available for $5.50 from Elsa Honig Fine, 7008 Sherwood Drive, Knoxville, TN 37919.

Joanie Caucus Scholarships: Comic Relief

Women over 30 who have worked in law-related areas and would like to practice law are invited to apply to become Joanie Caucus scholars at the UNIVERSITY OF CALIFOR-

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NIA AT BERKELEY's school of law. Ms. Caucus, the Doonesbury cartoon character, started law school at Berkeley's Boalt Hall at the age of 39 and "graduated" with the class of '77, with author Gary Trudeau picking up her diploma. The Joanie Caucus Awards, averaging about $3,000 are funded by a $100,000 grant from the Exxon Education Foundation under its new Improved Access Program, designed to "remedy the situation" for older women who previously may have been inhibited from entering the professions by social attitudes and are now held back by lack of finances.

Compromise Ends Womens' Seizure of Campus Paper

A group of women seized the student newspaper offices at the UNIVERSITY OF MASSACHUSETTS at Amherst last spring to protest poor coverage of women's issues and "blatently sexist policies" by the *Daily Collegian*. The women also urged a boycott of the paper and picketed distribution centers. The 12-day occupation of the offices ended when a compromise agreement was worked out. A commission composed of 3 faculty members, 2 of the *Collegian* staff, and 2 representatives of the women's community will make non-binding recommendations on how to settle the dispute this fall.

Return of the Sit-In or What Price, Day Care?

After a three-day sit-in by some 200 students and staff members (21 of whom were arrested), funds were restored to a day care center at the UNIVERSITY OF CALIFORNIA's San Diego campus. The committee responsible for allocating student fees had previously voted to stop funding the center because the cost, $4000 per child, was too high. When Chancellor William D. McElroy refused to override the committee's decision, his offices were taken over by the demonstrators. The committee subsequently agreed to provide funds for the center.

Entries From Women's Groups Highlight Student Information Competition

Entries from women's groups were among the highlights of the National Student Educational Fund's National Competition to recognize college students who are producing publications and audiovisual materials to inform other students about college opportunities and experiences.

Among the winning entries was "Quo Vadis," a series of information programs and services provided by the Women's Center at the UNIVERSITY OF WISCONSIN, Oshkosh for new and continuing students. "Quo Vadis," which means "Where are you going?," used a comprehensive publicity strategy to advertise weekly seminars on career development, the state of the job market, how to combine a marriage and a career, money management, and how to start your own business.

Other entries from women's groups emphasized the plight of older women returning to school. The Returning Women's Organization of PENNSYLVANIA STATE UNIVERSITY submitted *Returning Women*, a guide for the re-entry student which contains personal accounts of women who have returned to school and lists people at Pennsylvania State University who can be helpful with problems which returning women face.

Judith Hanson, a re-entry woman at the COLLEGE OF SAN MATEO, California compiled a book of original cartoons and captions which depict the highpoints and lowpoints of the re-entry adventure. *Re-Enter Laughing* received an honorable mention in the competition.

For information on how to obtain these materials and about next year's contest contact Ann Field, National Student Education Fund, 2000 P St. NW, Suite 305, Washington, DC 20036. 202/785-1856.

"Research on Women in Education" Award

An award, "Research on Women in Education," has been instituted in order to encourage the production and dissemination of research on women and education. This is the second annual award being offered by Women Educators, a group of educators whose purpose is to promote equality of opportunity at all levels for women in the American Educational Research Association (AERA) and generally in the field of educational research. Published or unpublished research on any aspect of women in education which was conducted and/or written up during 1977-78 is eligible. A blind review process will be used in the judging of entries and a cash award and a certificate will be presented to the winner or winners at the AERA meeting in San Francisco in April 1979. If interested, send three copies (on two of which the author is not identified) of the entry and a short (200-250 word) abstract before January 10, 1979 to: Dr. Maija S. Blaubergs, Coordinator-elect, Women Educators, 325 Aderhold, University of Georgia, Athens, GA 30602.

Inventory of Programs in Science, Mathematics and Engineering for Women and Girls

The National Science Foundation has asked the American Association for the Advancement of Science to survey programs in science for women and girls. The results will appear in a publication that describes all efforts made between 1966 and the present to improve the science, mathematics, and engineering education of girls and women in the United States and to increase their participation in science and related careers.

Programs directed at any age level will be eligible for inclusion, as will work conducted by any type of organization or agency. Persons who know of projects which might be within the scope of this inventory are asked to contact Dr. Michele L. Aldrich, OOS-AAAS, 1776 Massachusetts Ave. NW, Washington, DC 20036, 202/467-5431.

Fear of Figuring: Math Anxiety Adds Up

Understanding math anxiety is the central theme of Sheila Tobias' recently published book, *Overcoming Math Anxiety*. The 287-page book contains an analysis of why many people, particularly women, have a fear of mathematics. A feminist rather than a mathematician, Tobias became concerned with what she calls "occupational segregation" of women. Women, she says, traditionally have been tracked into more people-oriented professions, and away from those requiring a math background. Her book explores the origins of the fear of math and outlines ways to overcome the problem. The book includes sections on fractions, spatial visualizations, mathematical notation, and calculus. The final chapter suggests methods and techniques for eliminating math anxiety. Tobias feels that if we can control the anxiety "by recognizing its symptoms and coping with them, we can go far". The book, aimed at individuals "afflicted" with math anxiety, is published by W.W. Norton & Company, Inc., and lists at $10.95.

Women Able to Corral Horses, Cows and Pigs

Although more women graduated from veterinary school between 1972 and 1976 than in the previous 70 years, today

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women still only represent 10% of the profession. Katherine A. Houpt of CORNELL UNIVERSITY, however, predicts that by the end of the century, one third of the veterinarians will be women. In "Equal Opportunity in Action: Veterinary Medicine, A Success Story," Houpt addresses the myths which have traditionally kept women out of the veterinary profession–myths such as: women are not physically strong enough to control and administer treatment to large animals, women take slots away from men, and women graduate, marry, become pregnant and never practice. The article notes that much has happened in recent years to invalidate these grounds for discrimination. The widespread use of tranquilizers and anesthetics has removed the need for brute strength in dealing with large animals. Additionally, present-day trends indicate that women are marrying later, having smaller families, and combining marriage and career.

Seeming to support this analysis are recent enrollment figures which indicate a dramatic increase in women students from 3% in the class of 1971 to 52% in the class of 1981; a percentage proportionate to the number of women in the general population. The article appeared in *Veterinary Medicine/Small Animal Clinician*, March 1978.

Hey Mom! If You Want to Go to College, You Better Do Your Homework

How to Get College Credit for What You Have Learned as a Homemaker and Volunteer is a workbook designed to help re-entry women evaluate the skills they utilize in homemaking and volunteer work, and to assist them in obtaining college credit for these skills. It details the process involved in getting accreditation within a variety of academic institutions. Chapters include information about:

- different kinds of experiences reentry women may have had and the skills acquired from them,
- information colleges may require before granting credit for homemaking and volunteer experience,
- costs that may be involved in trying to obtain credits, and
- problems and difficulties that may be encountered.

Institutions planning or already giving credit for life experiences may also find the workbook helpful in developing or assessing such programs. The workbook is available for $3.00 through Ruth B. Ekstrom, Educational Testing Service, Princeton, NJ 08541.

Education Directories for Women

Three new booklets which describe educational opportunities for women may be of interest to organizations planning similar local, regional, or statewide directories.

- *Options for Women in New Jersey: A Directory of Career Services and Continuing Education Opportunities* provides basic information about institutions of higher education in New Jersey with emphasis on information particularly useful to returning women students. In addition to the usual information such as degrees awarded, areas of study, admissions requirements and tuition, it also provides information about part-time study, child care services, credit for life experiences, whether or not courses are offered during evenings, weekends, and summer, and programs of special interest to returning women. Available for $5.00, plus 50 cents postage, from Adrienne S. Anderson, 201 Fells Road, Essex Fells, NJ 07021. Make checks payable to New Jersey College and University Coalition on Women's Education.
- *On Campus Off-Campus Degree programs for Part-time Students*, edited by Linda W. Gordon and Judy H. Schub, is a resource listing international, national, statewide, and local degree programs available to part-time students. Also included are credit hour requirements and availability of credit for past educational and life experience. The booklet is available for $4.00 prepaid from National University Extension Association, One Dupont Circle, Suite 360, Washington, D.C. 20036.
- Applied Potential–A Guidance and Career Development Service–has just published the third edition of its *Education Directory: A Woman's Guide to Education in the Chicago Area.* As in previous editions, the *Directory* contains a listing of colleges and universities, community colleges, trade and technical schools, and specialized programs. The *Directory* also includes a series of exercises designed to help people in making the decision to return to school and in making the transition from education to employment. Copies are available for $3.00 each, plus 75 cents postage, from Applied Potential, Box 19, Highland Park, IL 60035.

Recycling Women

Two publications intended to create an increased awareness of the concerns and opportunities of re-entering students, and particularly women, have been developed by the Women's Center at the UNIVERISTY OF CALIFORNIA AT SANTA BARBARA.

- *Women in Transition: A Handbook for Re-entering Women* is a 30-page brochure outlining steps for re-entry into the university system. Although designed for a specific community, the handbook provides useful information applicable and adaptable to many campus situations. Questions of financial aid, housing, child care, and counseling are addressed in addition to basic academic requirements and programs, and community resources and legislative representatives are listed.
- The newsletter, *Now's the Time*, presents short articles and bibliographies related to the transition process and challenges, both physical and emotional, facing the re-entry student. The Spring 1978 issue included statistics about the 7 million full or part-time students over 25 years of age now enrolled in higher education:
  - 50% are between the ages of 31 and 50,
  - 58% are women,
  - Most re-entry students have a family income ranging from $9000 to $25,000,
  - 50% completed college.

Conclusion? There is no typical returnee!

Older Women Can Be Engineers Too!

Reentry Opportunities for Women as Engineers is designed to encourage women between the ages of 25 and 40 years to pursue an engineering career. The booklet notes that programs aimed at increasing the number of women in engineering are most often aimed at high school women. The older woman has generally been neglected as a source of potential engineers.

The report includes recommendations for setting up joint programs between industry and colleges of engineering, strategies for encouraging women already employed in the engineering field to return to school as well as strategies aimed at other women. Prepared by The Committee on Women in Engineering of the American Society for Engineering Education, the

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report is available by writing: Requests–Reentry Opportunities for Women as Engineers, ASEE, Suite 400, One Dupont Circle, Washington, DC 20036. Please include $.25 to cover postage and handling.

TITLE IX

Title IX: All Talk, Little Action

Title IX, the 1972 law prohibiting sex discrimination in federally funded education programs, is being ignored by most agencies with enforcement responsibilities, according to a study by a Presidential advisory council. The report reveals that, six years after passage of the law, many agencies are not even aware of their Title IX responsibilities while others have made no effort whatsoever to enforce the law. The Council made specific recommendations for federal action to improve enforcement of Title IX including the designation of the Department of Justice as the lead agency to coordinate Title IX enforcement.

The National Advisory Council on Women's Educational Programs was established by Congress through the Women's Education Equity Act of 1974. The twenty-member, Presidentially appointed council advises federal officials on the achievement of educational equity for women and girls. The free report, *Title IX, the Unenforced Law: Title IX Activity by Federal Agencies Other Than HEW,* may be obtained from the National Advisory Council, 1832 M St., NW, Suite 821, Washington, DC 20036.

One day after the Council issued the 47-page report, the U.S. Department of Agriculture published proposed rules for nondiscrimination on the basis of sex in education programs and activities. The proposed rules, which are intended to implement Title IX in educational activities supported by USDA, are currently being redrafted and are expected to be finalized by October.

Supreme Court to Review Title IX Right to Sue

The U.S. Supreme Court has agreed to determine whether an individual has private right to sue under Title IX of the 1972 Education Amendments and, by extension, under other federal civil rights statutes with provisions for administrative enforcement. The Court will consider the question in a case involving sex discrimination in university admissions: *Cannon v. University of Chicago.* The Seventh U.S. Circuit Court of Appeals earlier upheld a lower court decision that no private right of action exists for individuals under Title IX. [*Cannon* v. *University of Chicago,* 45 USLW: 559 F.2d 1077 (1977); 559 F. 2d 1063 (1976).]

The Justice Department, which supports the contention that a private right of action exists for individuals under federal civil rights statutes, said in an amicus curiae brief that "If permitted to stand this [appeals court] decision will pose a serious obstacle to enforcement of Title IX."

In the recent *Bakke* v. *Regents of the University of California* case, a majority of the Supreme Court's justices "assumed" that a private right of action existed under Title VI of the 1964 Civil Rights Act but the Court did not specifically uphold that right.

OCR Experiments With Complaint Handling

The Office for Civil Rights of HEW has initiated an Early Complaint Resolution Pilot Program to resolve Title IX and other discrimination complaints more rapidly. The OCR staff will be evaluating the project which will be tested in the higher education branches of the Boston, Dallas, and Seattle regional offices through November 13, 1978. If it is successful, the program will be instituted in all 50 states. *On Campus With Women* is interested in knowing how this experiment is working. If any readers are involved, please send us your comments so we may share your insights with others.

Other States Trail Oregon in Teacher Certification

In mid-1977 the Oregon legislature passed a very short, but significant measure which states:

> In addition to and not in lieu of any other law or rule or standard established by the Teacher Standards and Practices Commission, the commission shall require that after September 1, 1978, an applicant for a teaching certificate or any renewal thereof demonstrate knowledge of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and federal statutes pertaining thereto, as well as state statutes prohibiting discrimination.

Certification and recertification, which is required every five years, are administered by the Teacher Standards and Practices Commission, an independent body. Some 29,000 education personnel will be affected by the law.

SPORTS

Women in Sports: Discrimination Comes Down to the Wire

The three-year adjustment period for federally aided colleges and universities to eliminate sex discrimination in their sports programs ended July 21, 1978. HEW Secretary Joseph A. Califano Jr. told a news conference on July 19 that he was "putting college presidents in a position where none of them will be able to say they haven't had ample notice" of the end of the Title IX adjustment period, and that he is setting up a special unit to develop policy on issues affecting athletics. This Title IX policy development workgroup began functioning in August and is now looking at problem areas such as athletic scholarships, player recruitment, athletic association rules, contact sports and coaches' pay.

$$$ for Women Athletes

Since 1971, the number of colleges offering athletics to women rose from 280 to 825 and the number of teams rose from 1,831 to 4,797. According to an article in the July 10, 1978 issue of U.S. News & World Report in 1974 only 60 colleges offered athletic scholarships to women. Today, there are over 500.

Resources on Sex Discrimination Cases and Athletic Litigation

An index of over 300 general sex discrimination cases and a packet of model pleadings on athletic litigation regarding equal access to sports programs and facilities have been published by the Women's Rights Project of the American Civil Liberties Union. The *Clearinghouse of Sex Discrimination Cases and Pleadings* and the *Sports Packet: Model Pleadings for Athletics Litigation* are available to attorneys without charge upon request from the Women's Rights Project, ACLU Foundation, 22 East 40th Street, New York, N.Y. 10016.

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MINORITY WOMEN

College Enrollment in Black and White

Three times more blacks are attending college now than ten years ago while the number of whites in college has risen by 51%, according to new statistics released by the U.S. Census Bureau and the National Center for Education Statistics. During the same period of time, the number of women attending college almost doubled while the number of men rose by 39%. However, the number of black women in college rose more than four-fold, the census said, while the number of black men more than tripled. Indeed, the number of black women college students now exceeds the number of black men in college by 84,000.

Inside the Minority Mind

Psychological Perspectives on Black Women: A Selected Bibliography of Recent Citations is an in-depth listing of recent articles relating to the psychology and sociology of black women in America. A wide variety of topics are represented ranging from perceptions of occupational opportunity among black women to experiences of black and white female prisoners. The bibliography is available free of charge from Sandra Rice Murray, Afro-American Studies Program, University of Maryland-Baltimore County, Baltimore, MD 21228.

Minority Women: The Double-Edged Words

"The barriers to educational and occupational equity for women are nowhere more apparent and poignant than in the context of the minority women's life. The minority woman—Black, Hispanic, American Indian, Asian-Pacific Island, and White Ethnic—faces the double burden of sex and race/ethnic discrimination." Thus begins a 300-page 2-volume compendium of a conference on the Educational and Occupational Needs of Black Women sponsored by The Women's Research Programs Educational Equity Group of the National Institute of Education. This compendium is the first in a series of conference-born publications dealing with issues facing the minority woman. It identifies a set of research and action priorities for improving the lives of black women in America and makes recommendations for institutional implementation of these priorities. An overview of the problems facing black women as they seek access to various sectors of the society is presented through a series of papers, abstracted in the compendium. A compilation of education and occupations statistics on black women is also provided. The two-volume set is available free upon request from: Women's Research Program, Education Equity Group, National Institute of Education, 1200 Nineteenth Street NW, Washington, DC 20208.

Education of Hispanic Women

Hispanic women are doubly burdened by racial and sexual discrimination in education as well as employment according to an article by Pilar Saavedra-Vela in the May/June 1978 issue of *Agenda, A Journal of Hispanic Issues.* Entitled "The Dark Side of Hispanic Women's Education", the article reveals statistics showing Hispanic women at the bottom of this nation's socioeconomic pyramid.

According to 1976 Census Bureau Statistics, the largest percentage of Hispanic women were employed as clerks (30%) factory workers and other machine operators (25%) and service workers (225). Hispanic men, while not being substantially better off, had more education, better employment, and higher salaries. Other findings showed greater gaps in educational experience between Hispanic men and women with only 4.0% of the women in college as opposed to 8.6% of the men. Factors contributing to these discrepancies are socioeconomic pressures, a lack of adequate education, biases in tests and teachers, the lack of role models for these women to follow, and inadequate counseling.

Of the three Hispanic groups, Puerto Rican women had the lowest educational achievement, Chicanas were next, while Cubanas and other Latin American women had the highest.

Single copies of back issues are available for $2.50 from: National Council of LaRaza, Attention: *Agenda,* 1725 Eye St. NW, Suite 210, Washington, DC 20006. 202/659-1251.

Breaking the Tie That Binds

A new handbook from the Department of Labor is aimed at helping outreach groups to place minority women in better-paying, non-traditional occupations. Entitled "Placing Minority Women in Professional Jobs," the handbook is based on a successful demonstration project begun in 1972, first in Atlanta, and then replicated in six other cities—Houston, Cincinnati, Tulsa, New Orleans, Los Angeles, and Dallas. The handbook recounts some of the problems encountered in efforts to place minority women in better-paying jobs:

- Some minority women placed in jobs are not given challenging work and feel that their capabilities are not being utilized. This seems to be a pattern when employers place minorities only as tokens.
- Many minority women face the general problem of breaking out of the stereotyped roles in which firms placed them in the past.

A limited supply of single free copies of the handbook, identified as *R&D Monograph 55,* is available upon request from the Inquiries Office, Employment and Training Administration, U.S. Department of Labor, Room 10225, 601 D St. NW. Washington, D.C. 20213. Quantities may be purchased at $2.40 per copy from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, stock number 029-000-00303-3.

Black Women Professionals: Who Are They?

In 1970, the Census Bureau reported that 11.3% of black women, but less than six % of black men have jobs in the "professional and technical" category, causing many observers to argue that black women suffer less discrimination in the labor market.

But the statistics are misleading, Pauline T. Stone, a University of Michigan political scientist points out, because nearly two-thirds of the women are concentrated within three professions: teaching, library work, and nursing. Of the blacks in the more traditionally prestigious professions, only 16% of the physicians and dentists are women, 13% of the lawyers, and 5 % of the engineers.

Professor Stone explains, "For too long, the problems of black people have been viewed as solely racial in origin. It is time to understand the ways in which racism and sexism interact to lessen the life chances not only of black women but of the entire race."

Organizational Meeting of Black Women Historians

Three women historians are bringing together a group of black female historians. An organizational meeting of this group will be held at the annual meeting of the Association for the Study of Afro-American Life and History in Los An-

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geles in October 1978. Those interested in participating should send their name, address, title, and areas of interest to one of the three steering committee members: Elizabeth Parker, Department of Ethnic Studies, University of San Francisco, San Francisco, CA 94117; Eleanor Smith, Department of Afro-American Studies, University of Cincinnati, Cincinnati, OH 45221; or Rosalyn Terbor-Penn, Department of History, Morgan State University, Baltimore, MD 21239.

Collection of Writings By Native American Women

I Am the Fire of Time is an anthology of writings by Native American women. It contains over 80 examples of their songs, poetry, prose, prayer, narrative, and oral history, which describe their everyday life and environment. Edited by Jane B. Katz and with 25 photographs and drawings, the collection represents the poets and prose writers of the past and present. Published by E.P. Dutton, the paperback volume costs $6.95.

Black Woman Worker: Helping Herself

The "Black Woman Worker" is the focus of two articles in a special issue of *The Black Collegian* devoted to the subject of black women.

- "Can Black Women Make it in a White Man's World" explores the problems black women face in pursuing careers in the traditionally white male-dominated fields. Shirley J. Stokes presents brief biographical sketches of seven black women professionals who pioneered their career paths in government and the private sector. Each woman offers guidance and advice to the black woman student on how best to develop her abilities to succeed in the working world.
- "A Statistical Portrait of the Black Woman Worker" is a brief analysis of the social, economic, and political factors contributing to:
  - the greater percentage of black women than white women seeking work (51% as opposed to 48%),
  - the increasing number of black women participating in the labor force,
  - the lower median full-time income among black women ($7,297) than among white women ($7,614) white men ($13,216) or black men ($9,875),
  - the greater percentages of black women than white women in the blue collar (18-14%) and service occupations (35-19%).

Alexis M. Herman, director of the Women's Bureau at the Department of Labor, also presents statistics to show that the black woman is making progress in closing the education gap between herself and her white counterpart, and, therefore, is better prepared for jobs that are in demand and are more lucrative.

The articles may be found in *The Black Collegian*, Vol. 8, No. 5, May/June 1978, published by: Black Collegiate Services Inc., 3217 Martin Luther King Jr. Blvd., New Orleans, LA 70125. Single issues are $1.00.

INTERNATIONAL

Around the World

The International Center for Research on Women now publishes a newsletter focusing on the changing roles of women around the world. The first issue covers a variety of activities as well as international organizations, including the Overseas Education Fund, Women's World Banking, The Asian Women's Institute, and the First Mexican-Central American Symposium of Studies About Women.

To receive copies, write to International Center for Research on Women, 2000 P Street, NW, Suite 403, Washington, DC 20036.

Canada

The UNIVERSITY OF SASKATCHEWAN (Canada) Student Union has censured its finance vice president after he published what was considered a sexist verse in the Student Union's handbook. The poem, entitled "Return of the Coed," reads:

"With books she enters through these doors/to decorate the corridors/And midst the academic try/Perhaps she'll snaffle off some guy."

Student representatives said they were disturbed by the values contained in the poem, which they said imply not only that women are mere decorations at the university, but that only men are the really serious students.

Oops, We Goofed!

In Issue No. 19 (March 1978) under the heading, "New Resources for Learning and Teaching About Women," the *Women's Studies Sourcebook* was listed as published by the James H. Zumberge Library when, in fact, it is published by its author, Judith D. King. The *Sourcebook* is available for $3.00 prepaid from; Judith D. King, 3745 Greenbrier Blvd., Apt. 214B, Ann Arbor, MI 48105.

Also, the correct address to write for the materials described in Issue No. 20 (June 1978) under the heading "California Monitors Employment of Women in Public Colleges and Universities" is: Postsecondary Education Commission, 1020 12th St., Sacramento, CA 95814, Attn. Janice Cox Coffey. The first report is expected in 1980.

OCWW regrets any inconvenience these errors may have caused.

Internship Program

The Project on the Status and Education of Women has an internship program which is currently accepting applications from students for the spring and summer semesters. Preference will be given to applicants with strong research and writing skills who have completed their sophomore year and have displayed an interest in public policy regarding women in education.

Project internships are unsalaried positions. However, interns may arrange to receive academic credit from their sponsoring institutions. An internship entails research and writing for Project publications, meeting with federal officials and representatives of women's organizations, and a limited amount of clerical/support work.

Individuals wishing to apply for a position should send a resume, two writing samples, and three letters of reference to PSEW Internship Program, 1818 R St., NW, Washington, DC 20009.

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City/State and Zip Code	City/State and Zip Code